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ABSTRACT

Observer Rating Scales are a means of recording observed teaching behavior on nine dimensions: warmth, enthusiasm, clarity, variety, individualization, feedback, cognitive demand, freedom, and on-task activity. The trained observer rates the behavior on a scale from one to six representing points along a continuum. The positions are defined by accompanying statements to assist the rater in assigning an appropriate rating. A relatively high degree of construct validity is purported. Reliability coefficients were computed by nine observers rating four teachers independently on all nine dimensions. Reliability ranged from a high of .95 (warmth) to a low .79 (freedom). Samples of the teaching behavior of the four teachers have been filmed to accompany this manual and are available through Purdue Educational Research Center. Also included in this manual is information on training observers and scoring rationale for use with the 16 mm sound-color training films. (Author/RC)

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MANUAL

FOR

OBSERVER RATING SCALES

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MANUAL

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OBSERVER RATING SCALES

BY

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April, 1974

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INTRODUCTION

The Observer Rating Scales are designed as a tool for research on instructional processes. Explicit descriptions of teaching processes, replicable from one observer to another, are an essential step in systematic studies of instruction. The Observer Rating Scales are offered as a first formulation of scales in which the dimensions have emerged directly from the research literature (Rosenshine, 1973). The development of the Observer Rating Scales is described in McDaniel et al. (1973). It is anticipated that subsequent users will evolve refinements, revisions, and expansions.

Samples of the teaching behavior of four teachers have been filmed to accompany this manual. These samples appear on two half-hour 16 mm sound-color training films, available through the Purdue Educational Research Center. Training in the use of the Observer Rating Scales should include viewing the filmed teaching behavior, rating the teaching samples on each scale, and comparing these ratings with the scoring and rationale provided in this manual.

DESCRIPTION OF THE SCALES

The Observer Rating Scales provide an observation instrument for recording observed teaching behavior on nine dimensions:

1. Warmth. The extent to which the atmosphere of the class is relaxed and comfortable; the degree to which the teacher maintains positive interpersonal relationships with pupils.

2. Enthusiasm. The enthusiasm or interest level expressed by the teacher and students during class activities.

3. Clarity. The clarity of communication, instructions and expectations conveyed to the students.

4. Variety. The extent to which the teacher uses a variety of materials and activities.

5. Individualization. The degree to which the teacher provides students with different levels of work that are suited to their particular needs, interests and abilities, and the amount of individual assistance provided.

6. Feedback. The extent of communication to the student of information about the adequacy, acceptability, completeness or correctness of his response.

7. Cognitive Demand. The level of intellectual activity that the teacher expects from the student.

8. Freedom. The degree to which the teacher provides arrangements which facilitate independence and individual freedom.

9. On-Task Activity. The amount of student activity that is directed toward the accomplishment of instructional objectives.

Each dimension is described in a few brief paragraphs. The observer rates the teaching behavior on a scale from one to six. The six positions represent points along a continuum. These positions are defined by accompanying statements to assist the rater in selecting the appropriate point.

The scales are high inference scales. The rater must observe a wide range of behaviors, sense the impact on the students, and summarize the major thrust and intent. This task requires a delicate balance between objectivity and the intuitive perception of subtle meansings and connotations. For example, warmth may be indicated by the number of times a teacher smiles and praises his students, but it also includes less tangible qualities of empathy which must enter into the observer's rating. Appropriate ratings depend on attention to the teacher's behavior and a sensitive monitoring of both the pupils' and observers' own responses.

Validity

The Observer Rating Scales have a relatively high degree of construct validity. Each construct (warmth, enthusiasm, etc.) is described so as to minimize ambiguity. The constructs are further specified by providing definitions of the behaviors that lie at various points along the continuum. By describing these behaviors, the possibility of projecting subjective interpretations into the dimensions has been minimized.

Reliability

Reliability coefficients were computed on ratings of the teaching behavior that appear in the training films. Each of the four teachers was rated independently by nine observers on all nine dimensions. The observers were staff members who had participated in the development and exploratory use of the scales. Reliability coefficients were computed using analysis of variance procedures (Winer, 1971, pp. 283-9) for an index of reliability among multiple judges. These reliability coefficients are as follows: warmth, .95; enthusiasm, .83; clarity, .87; variety, .93; individualization, .91; feedback, .94; cognitive demand, .82; freedom, .79; and on-task activity, .93.

THE SCALES

Warmth

This dimension refers to the extent to which the atmosphere of the class is relaxed and comfortable or tense and uncomfortable. It also encompasses the degree to which the teacher maintains positive interpersonal relationships with pupils.

A classroom that is warm is one in which the teacher is positive to the students, demonstrating friendly and warm behavior. The children show signs of feeling secure and appear to like or enjoy the classroom experience. There is an atmosphere of acceptance of students. This teacher demonstrates sensitivity to students. The teacher is sensitive to the private lives of his students, and concerned about the personal and social growth of each student. Students are praised and reasoning is used rather than punishment. The teacher smiles and uses physical contact and humor in a positive way.

A classroom that is cold is one in which the teacher is demeaning to students. The teacher is critical and stern. The atmosphere is one of apparent insensitivity to students. This teacher seems to think of students as "things" or "objects" to be dealt with. Verbal or physical punishments are given for misbehavior. Sarcastic humor may be used to degrade or ridicule. There may be some differential treatment of students. Students exhibit feelings of insecurity and tension.

Rate this classroom on a warmth continuum.

1	2	3	4	5	6
cold					warm

1. A cold teacher treats students in a rejecting way. This teacher rejects not only undesirable behavior, but the students as well. By using negative words and a harsh tone of voice when correcting students, a cold teacher leaves students feeling "bad" or guilty. His speech is commanding or scolding. Sarcasm may be used to ridicule or degrade students. If he touches students, it is for disciplinary purposes. This teacher has an angry or cross disposition and a frowning appearance.

2. This teacher is formal and distant in his relationships with students. He is insensitive to students' feelings. Students do not approach him with their problems. This teacher is lesson-centered to the extent that getting the job done takes priority over responding to students in a tactful or considerate way.

3. This teacher is not always aware of students' feelings or may ignore them. While the teacher tries to temper the tone of his corrections, the child still senses the negative overtones.

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4. This teacher is business like and intent on getting the academic job done. He tries to be friendly and is interested in his students. If this teacher disapproves of student behavior, he is tactful and understanding when correcting students. In general, he uses more praise than criticism.

5. This teacher is sensitive to students' feelings. He uses positive words when correcting students, leaving the students feeling secure even when corrected. This teacher is helpful and supportive. Students approach him with their problems. He frequently praises and compliments.

6. A warm teacher treats all students in an accepting way. He responds to each student as a person. When a student's behavior is undesirable, this teacher remains accepting of the student but rechannels the behavior or suggests an alternate behavior in a positive way. He uses positive words and his tone of voice is gentle. He feels free to touch students in a guiding and encouraging manner. This teacher has a pleasant disposition and a smiling appearance.

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Enthusiasm

This dimension refers to the enthusiasm or interest level expressed by the teacher and students during class activities.

The enthusiastic teacher conveys a great sense of commitment, excitement, and involvement in the subject matter. The students seem responsive and appear to enjoy the activity. The teacher seems to expect students to do their best. The teacher's tone of voice varies.

The dull teacher does not appear interested in the subject matter. The students seem nonresponsive and do not appear to be involved in the activity. The teacher doesn't seem to care whether or not students do their best.

Rate this class on an **enthusiasm** continuum.

1	2	3	4	5	6
dull					enthusiastic

1. This teacher does not seem to care about what he is teaching. He is both apathetic and boring. His voice is generally monotonic. This teacher usually remains stationary in the classroom. He uses few gestures and has little eye contact with the students. Most students direct their attention elsewhere.

2. This teacher is dry; he sticks strictly to the facts. His attention is focused principally on the black board or the materials rather than on the students. This teacher uses little voice modulation or eye contact.

3. This teacher is poised and controlled. He wants his students to learn but his presentation lacks sparkle. Most students pay attention but they are not inspired.

4. This teacher is interesting and confident. He demonstrates an earnest desire for his students to grasp the material. His presentation is attractive and most students appear eager to answer questions posed by the teacher.

5. This teacher is stimulating. He uses expressiveness and variety in tone of voice and eye contact. He includes facts or ideas which stimulate interest. Students are willing to do more than just answer the teacher's questions. Students offer their opinions to add to the ideas of the teacher. There is much interaction between the teacher and students.

6. This teacher is a dynamic showman. He dramatizes the lesson and captures the attention of students by facial expression, gestures and voice modulation. There is constant and continual teacher-student interaction and student-student interaction. There is never a dull moment. The students are in the middle of the action. The activity in the classroom is lively and it is obvious that both the teacher and students are enjoying the lesson.

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Clarity

This dimension refers to the clarity of communication, instructions and expectations conveyed to the students.

The teacher who is clear states or implies goals and objectives of lessons in such a way that students can understand them. The teacher's vocabulary is appropriate. The students know what they are supposed to do and why. Students can follow the teacher's explanations. Ample examples are offered, relating new information to past experiences. Instructions and explanations are completed. Presentations and activities are well organized. Students can carry projects to completion without confusion.

The teacher who is vague or who demonstrates a lack of clarity rarely states the goals or objectives of a lesson. If he does, the students do not understand what they are to do and why they are doing it. Lessons and activities are not well organized and students rarely complete tasks without confusion. Students ask questions that suggest confusion or lack of understanding of something that was discussed or directions that have been given.

Rate this teacher on a clarity continuum.

1	2	3	4	5	6
vague					clear

1. This teacher presents material in a vague and disorganized way. He talks in generalities and may use words that students do not comprehend. He rarely gives examples and seldom completes instructions or explanations. Students show a low degree of understanding and exhibit much confusion.

2. This teacher has difficulty in getting his point across. He gives few or poor examples and may use words that students do not comprehend. Many students do not seem to understand and there is considerable evidence of confusion. Students must turn to one another for help.

3. This teacher may need to repeat his directions or explain his point again. He is aware of student difficulty and tries to clarify what he has said by repeating the original explanation. This method does not always provide an adequate answer to students' questions. There is some evidence of doubt and uncertainty.

4. This teacher's instructions are mostly clear. He tries hard to get his point across. When students ask questions he usually provides an adequate answer by presenting alternative explanations or by using a different choice of words. Students seem satisfied. There is more evidence of understanding than uncertainty.

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5. This teacher comes across as clear and organized. Although his language level is appropriate for most of the class, it may be inappropriate for a few of the students. He provides a sufficient number of good examples and usually completes instructions and explanations. There is little evidence of uncertainty.

6. This teacher presents material in an explicit, logical and organized manner. He uses an appropriate language level. He illustrates generalities with ample specific examples and carries all instructions and explanations through to completion. He makes sure that all of the students understand.

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Variety

This dimension refers to the extent to which the teacher uses a variety of materials and activities.

The teacher with variety uses many activities and a variety of materials within the lesson. A variety of activities could include reading orally, listening to a story, watching a movie, and discussing. A variety of materials could include flashcards, pictures, movies, TV, records, magazines, puzzles, blocks, displays, posters, in addition to the traditional classroom materials (blackboard, textbooks, and workbooks). These materials may either be used by the teacher in instruction or may be available for use by students during the lesson.

The teacher who lacks variety uses few materials within the lesson. Children work on the same task for most of the lesson. The teacher's approach seems to be rigid and predictable.

Rate this teacher on a variety continuum.

1	2	3	4	5	6
lack of variety					variety

1. This teacher relies exclusively on textbooks or workbooks. The class schedule is routine and predictable. Children work on the same task for the duration of the lesson. The teacher does not vary his approach to meet unexpected situations.

2. In addition to text and workbooks, this teacher uses worksheets, blackboard, charts and flashcards. Children complete written work or recite for the teacher.

3. This teacher uses text material, worksheets, charts, maps, flashcards. Recitation is supplemented with discussion, instructional games, or other activities which enrich the usual "question-answer" format.

4. This teacher makes use of specially selected supplementary books, commercial kits, film strips, movies, games. Children's activities are built on these materials and may include student-student interaction as well as student-teacher interaction.

5. Materials in use go beyond commercially prepared instructional aids. Instruction may be built around field trip materials, special displays, exhibits, class activities or experiments. Pupils may be planning, observing, describing, exploring, experimenting, playing, acting, discussing or writing.

6. This teacher uses a wide variety of activities and a diversity of materials during the lesson. He brings unique materials into the classroom and makes ingenious use of the physical resources available to him. The children work on many different activities and have access to an abundance of materials and equipment. The class schedule is flexible and adaptable.

Individualization

This dimension refers to the degree to which the teacher provides students with different levels of work that are suited to their particular needs, interests, and abilities, and to the amount of individual assistance provided.

The teacher whose classroom is individualized shows an awareness of individual differences. He makes different plans for different ability levels. This teacher makes use of special talents and interests of students in planning activities. Different students or groups of students are working on different assignments.

The teacher whose classroom is not individualized uses the entire class or large groups as the primary instructional unit. He displays little awareness of individual abilities or interests. All students generally work on the same assignment for the same period of time. No provisions are made for students at different ability levels. Many students experience stress due to time pressure.

Rate the instruction in this classroom on an individualization continuum.

1	2	3	4	5	6
not individualized					individualized

1. All students use the same materials and work on identical assignments. Time allowed to complete assignments is the same for everyone.

2. All students use the same materials and work on identical assignments, but some individual assistance is available and time requirements are somewhat flexible.

3. Pupils are grouped according to ability level. The same materials are used by all groups, but each group works at a different pace. One group may be far ahead of another.

4. Pupils are grouped according to ability level, but each group receives different assignments and materials based on the needs of the group. The pace varies between groups.

5. Pupils are grouped according to ability level. Groups work with different materials and individuals within groups receive supplementary enrichment or remedial materials as needed.

6. Each student works at his own pace on an individual assignment designed to meet the needs of each individual student. Individual assistance is available to aid a student in accomplishing his assignment.

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Feedback

This dimension refers to the extent of communication to the student of information about the adequacy, acceptability, completeness, or correctness of his response.

Effective feedback indicates to the student the specific characteristics of the response that make it adequate or inadequate, correct or incorrect.

Ineffective feedback does not provide the student with specific information about his response and therefore has little or no effect on improving performance. Feedback is ineffective if it is very general, inconsistent or unclear.

Rate this teacher on a feedback continuum.

1	2	3	4	5	6
ineffective feedback					effective feedback

1. This teacher does not frequently respond to his pupils' written or oral work. He may keep a record of pupil performance for term grading purposes, but such information is rarely communicated to the student.

2. This teacher responds to pupils' written and oral work with a general response, such as "B," "O.K.," or "Good" without going into detail about what is good or bad about it.

3. This teacher gives a general response, with some specific comments about the overall quality of the work.

4. This teacher lets pupils know which responses or answers are right or wrong without indicating what is right or wrong about them.

5. This teacher lets pupils know which answers are right or wrong and tries to be as specific as possible, pointing out those parts that are well done and those parts that need improving.

6. This teacher uses materials or methods which provide the pupil with a constant step by step check on whether each answer is right or wrong.

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Cognitive Demand

This dimension refers to the level of intellectual activity that the teacher expects from the student.

The teacher who makes a low cognitive demand asks students to remember, recall or recognize facts or ideas. The student is expected to store certain information in his mind and remember it later.

The teacher who makes a high cognitive demand asks students to understand, comprehend, solve problems, or evaluate.

The rating for cognitive demand should indicate the highest level of intellectual activity that the teacher emphasizes.

Rate this teacher on a cognitive demand continuum.

1	2	3	4	5	6
low cognitive demand					high cognitive demand

1. Knowledge: The teacher emphasizes coverage and retention of material. Students are expected to recall specific bits and pieces of information, events, actions, or materials previously discussed or read.

2. Comprehension: The teacher asks students to explain or summarize information in their own words rather than recalling the words of the text. The students are not expected to relate the information to other material or understand its fullest implications.

3. Application: The teacher expects students to transfer information, concepts or rules by applying them to specific problems and situations.

4. Analysis: The teacher expects students to identify separate parts of complex ideas and to relate them to other material. The intent is to clarify information and to indicate how the ideas are organized.

5. Synthesis: The teacher expects students to combine and integrate information to form new ideas or new ways of understanding old information. The student is encourgaed to manipulate materials and pieces of information to develop new arrangements on his own.

6. Evaluation: The teacher encourages students to make judgments of material and information through a process which requires students to weigh values and alternatives.

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Freedom

This dimension refers to the degree to which the teacher provides arrangements which facilitate independence and individual freedom.

A classroom that is open provides an atmosphere in which students can move about freely and interact freely. Few teacher-dictated restraints are placed on student behavior. The student is given maximum responsibility for deciding what and when to study. Students are given verbal freedom in expressing their opinions and are permitted to question or challenge the teacher.

A restricted atmosphere is one in which the students are not given any verbal or physical freedom within the classroom. The teacher is the one who determines what activities will take place and when. The teacher makes most of the decisions. Conformity to rules is highly valued.

Rate this classroom on a freedom continuum.

1	2	3	4	5	6
restricted					open

1. In the restricted classroom, student behavior is strictly controlled by the teacher. The students look to the teacher to direct their every move and may frequently turn to the teacher to ask "What should I do next?" There are an abundance of dictatorial rules. Students must ask permission to perform routine tasks such as going to the restroom, sharpening pencils, getting supplies, etc. The student is not allowed to express his own opinions nor to question the teacher's point of view.

2. Classroom activities and decisions are structured and dominated by the teacher. If students are allowed to make decisions, they concern matters of minor importance to the teacher. Students are not given the opportunity to diverge from the given assignments. The teacher accepts only expressions of attitudes compatible with her own. Obedience to rules is expected. The classroom appears to be "in order."

3. Classroom activities are structured by the teacher, but pupils have some verbal freedom of expression and physical freedom of movement. The students may even be seen walking freely about the classroom, talking to each other or to the teacher. The atmosphere may seem very relaxed. However, the teacher is clearly in charge of decision making.

4. The teacher sometimes presents opportunities for the students to make major decisions in the academic domain, but the choices are usually limited to such things as selecting a topic, choosing a story, opting for the even or odd problems, or selecting optional problems. The teacher does not refrain from taking the lead if there is a lull or lag in student response. The decision making roles regarding class rules and leisure time activities are shared between the teacher and the students.

5. The students are consistently offered freedom of choice in the academic domain, but the teacher sets definite limits. For example, the content area for study may be specified in terms of time spent, but the student is allowed to choose what to do from a predetermined list of activities, or how long to spend on a given assignment, or the order in which he prefers to perform activities. There is limited reference to rules. Rather, the emphasis is on student awareness of the appropriateness of his own behavior. Students are free to express opinions.

6. In an open classroom, the teacher provides freedom of choice not only in terms of when and how long to study, but also in terms of subject matter, and method of inquiry. There are learning centers around the room and students are free to move from one activity to another or to create their own learning experiences. There is a noticeable lack of specific assignments or direction giving. The teacher functions primarily as an information resource or sounding board. There may be considerable cooperation and conversation between students. Students are given individual responsibility for their behavior. There is little reference to rules. Free expression of ideas prevails and students are free to challenge the teacher's ideas.

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On-Task Activity

This dimension refers to the amount of activity that is directed toward the accomplishment of instructional objectives.

In a classroom with high on-task activity, the students are actively engaged in learning activities. Students appear to be accomplishing instructional goals.

In a classroom with low on-task activity, most of the students are not engaged in learning activities. There are many instances of day-dreaming and/or disruptive behavior and "goofing-off". Time is not effectively utilized and there is little evidence of productive behavior.

Rate this classroom on an on-task activity continuum.

1	2	3	4	5	6
low on-task activity					high on-task activity

1. In this classroom, there is constant aimless activity, disruption, rowdiness, and/or "goofing off." Little if any task accomplishment is evident. Attempts by the teacher to get students to return to learning activities are generally ineffective.

2. In this classroom, a considerable degree of inattention is exhibited. Most of the students are not involved in the assignment or lesson. There is much commotion and chatter, or quiet behavior such as wandering, doodling or day-dreaming, little of which is related to the task.

3. In this classroom, some students are busy working on the lesson, but many direct their attention elsewhere. Task related behavior may be evident at the start of the lesson but attention does not last and restlessness or day-dreaming results.

4. In this classroom, many students are participating in the learning activities. Some temporary off-task behavior may be exhibited by a few students, but attention is quickly restored.

5. In this classroom, a majority of students are engaged in the learning activities. There are a few students who are searching for "something to do," but the class is work-oriented most of the time.

6. In this work-oriented classroom, all students are engaged in the learning activities. Whether they are working in a group or individually, students are actively involved in the task. A high degree of accomplishment is evident.

Observer Rating Scale

Coding Sheet

School _____ Teacher _____ Grade _____

Date _____ Time in _____ Time out _____

Observer _____

Complete the ratings at the end of the observation period. Circle the rating for each dimension.

1. wm.	1	2	3	4	5	6
2. enth.	1	2	3	4	5	6
3. clr.	1	2	3	4	5	6
4. var.	1	2	3	4	5	6
5. ind.	1	2	3	4	5	6
6. fdbk.	1	2	3	4	5	6
7. cog.	1	2	3	4	5	6
8. fr.	1	2	3	4	5	6
9. on-tsk.	1	2	3	4	5	6

TRAINING OBSERVERS

Using the Scales

Before beginning actual observations, the observer should thoroughly familiarize himself with the scales. During the observation, the observer should be consciously alert to factors that permit classification of behavior. For example, to rate cognitive demand, the observer must attend to the teacher's questions, types of assignments, nature of drills, and other behaviors which indicate the cognitive processes required of the student.

After viewing a sample of teaching behavior, the observer should then complete his ratings on the coding sheet. Sometimes this process will involve narrowing down the tenable ratings to two possible points on the scale and then attending more closely to the descriptive sentences to place the teacher at one position. At times, an observer may feel that he has not seen enough to convince him that any point on the scale is truly characteristic of that teacher. In this case, the observer should record his best approximation, despite his feelings of uncertainty.

Occasionally an observer may encounter a teacher who does not seem to fit into the descriptive sentences for one of the scales. In such a case, the observer should concentrate on the descriptive paragraphs introducing the dimension and consider the continuum as a whole, with the midpoint falling between 3 and 4. Then the observer should try to place the teacher on this continuum at the appropriate point. In these cases the observer may disregard the specific examples associated with the numbered scale positions in order to arrive at a rating.

Using the Training Films

Filmed records of four classrooms are presented on the training films. The observer should view one classroom at a time. After viewing, he should complete his ratings on the coding sheet. He should then compare his rating with the ratings and scoring rationale provided in this manual.

The beginning observer may feel insecure about his ratings or feel that it is impossible to decide upon a rating for certain scales. For training purposes, it is recommended that the observer force himself to make a choice so that he can compare his reasoning with the scoring rationale.

The limitations of rating filmed teaching behavior must be recognized. The film sequences are, at most, 18 minutes long, whereas live observations will cover a longer period of time. In addition, the selectivity of the camera limits the scope of behavior recorded for observation. A live observer concentrating on the teacher is still aware of the amount of random movement, small group activity, and task orientation exhibited by students not involved in the immediate instructional group. Actual observations and ratings will thus be based on a much more complete picture of the classroom than can be obtained through the eye of the camera. In spite of these limitations, the

training films do provide opportunities for making inferences from observations and translating these inferences into ratings.

Gaining Additional Practice

Further training may be obtained by using video tapes of teachers in settings similar to those in which the actual research data will be collected. Supervised practice in actual classrooms will generally be the final step in the development of fully trained observers.

Experience has suggested that classroom observations will go smoothly if a few simple courtesies are observed. Permission and scheduling should be arranged through school administrators and teachers should know in advance each time an observer is coming. The observer should take time to establish rapport with the teacher. Honest responses should be provided for any questions regarding the purpose of the observation or the nature of the scales. It is generally not necessary to elaborate on the dimensions being rated, but the observer should answer questions to the teacher's satisfaction. An effort should be made to develop a friendly, cooperative relationship between teacher and observer. The observer should select a position that allows maximum opportunity for observation of instructional activities. If possible he should be settled in the classroom before the children arrive. He should be as unobtrusive as possible and should not promote interaction with students. The observer should leave at a natural break or pre-arranged time. He should be aware of what plans have been made for reporting results to teachers.

Parting comments to the teacher should of course include an expression of appreciation for the teacher's cooperation and should avoid evaluative comments.

SCORING AND RATIONALE FOR TRAINING FILMS

The training films were rated by nine experienced observers who had participated in the development and exploratory use of the scales. The ratings in the Manual represent a composite judgment of these nine people. These ratings do not necessarily represent the only ratings that could be justified. They do represent the considered opinion of the group responsible for the development of the scales. The scoring rationale notes the specific behaviors and the reasoning entering into each rating.

Scoring Rationale

for Teacher 1

Warmth

Rate this classroom on a warmth continuum.

1	2	3	4	5	6
cold					warm

It is immediately evident that this teacher is either a 5 or a 6. She radiates a great deal of warmth. She has a pleasant disposition and smiles a lot. This teacher frequently uses praise and compliments ("very good," "good job") and is willing to touch students in an encouraging manner. Each of the students with whom she comes in contact is treated in an accepting and positive way. Her acceptance of each student as a person and the overall quality of the warmth she communicates lead us to characterize her as a 6.

Enthusiasm

Rate this class on an enthusiasm continuum.

1	2	3	4	5	6
dull					enthusiastic

This teacher is actively involved in the lesson and inspires involvement on the part of the students. Her questions are phrased in such a way that pupil interest is generated. Pupils work quickly to find the answers. The teacher's tone of voice varies and her face is alive with expression. For these reasons, we rated her a 5. We did not feel she dramatized the lesson sufficiently to warrant a rating of 6.

Clarity

Rate this teacher on a clarity continuum.

1 2 3 4 5 (6)
vague clear

This teacher's instructions to students are clear and her vocabulary level seems appropriate. All pupils appear to know what is expected of them and are able to complete tasks without difficulty. We did not see the use of specific examples, but since the children proceed rapidly and without difficulty, we infer that the procedure has been clearly explained at some previous time.

Variety

Rate this teacher on a variety continuum.

1 2 (3) 4 5 6
lack of variety variety

We see textbooks, workbooks, and flashcards in use in the teacher's group. At the beginning of the film, we see children picking up work sheets at a materials center. The teacher uses several different activities during the lesson, including two original instructional games with flashcards, some discussion, and silent reading. We rated this teacher a 3. The range and variety of materials and activities enumerated in 4, 5, and 6 were not in evidence during our observation.

Individualization

Rate the instruction in this classroom on an individualization continuum.

1 2 3 (4) 5 6
not individualized individualized

It is clear that all students are not working on identical assignments, so 1 and 2 can be eliminated immediately. We see the teacher working with one instructional group and assume that there are other groups. We cannot tell from the film segment what the other children in the class are doing. Recalling the opening scenes of the film in which pupils are picking up work sheets, we assume that there are different assignments for different groups. We did not see evidence that any child is working on an individual assignment tailored to fit his own unique needs. The additional information needed to rate this classroom precisely would be readily available to an observer present in the classroom. In the absence of this additional information, 4 is as high a rating as we can justify.

Feedback

Rate this teacher on a feedback continuum.

1 2 3 (4) 5 6
ineffective feedback — effective feedback

We rated this teacher a 4. Her feedback consists mainly of accepting the right answer or waiting for the correct response. She indicates wrong responses by a comment which leads the child to reconsider his answer. She reacts to a correct answer with "good" or "right" but doesn't tell a child why his answer is correct. Children who do not find the correct answer in time or who find a wrong answer have no way of knowing how to improve their performance.

Cognitive Demand

Rate this teacher on a cognitive demand continuum.

(1) 2 3 4 5 6
low cognitive demand — high cognitive demand

The majority of this lesson emphasizes the knowledge of dictionary skills. Our frame of reference for the cognitive demand scale is Bloom's Taxonomy of Educational Objectives. In this framework any lesson which emphasizes rote skills would fall in the lower half of the scale. Included in Knowledge (1) would be such dictionary skills as learning to alphabetize words, learning to find a word in an alphabetical list, and learning to locate a word in the dictionary. A rating of 2 (Comprehension) would be given if students were looking up a word in the dictionary in order to learn its meaning and to be able to express the meaning in their own words. A rating of 3 (Application) would be appropriate when students use dictionary skills to learn the meaning of new words in order to solve a problem or complete a task.

Freedom

Rate this classroom on a freedom continuum.

1 2 (3) 4 5 6
restricted — open

In the initial scene of the film, pupils are very mobile. They seem to have physical freedom of movement within a relaxed atmosphere. During instruction, however, the teacher is in complete control. The reading group is tightly structured, with the teacher clearly in charge of how and when activities will occur. This teacher is rated a 3. To be a 4, she would have to allow students to participate in choices about academic matters.

On-Task Activity

Rate this classroom on an on-task activity continuum.

1	2	3	4	5	6
low on-task activity					high on-task activity

Task involvement seems high for all activities observed. All students in the group are engaged in the learning activities. Observation of the class as a whole by an observer present in the room might result in a different rating. The rating of 6 is based on the teacher's group, as there is no way to determine from the film what the rest of the class is doing.

Scoring Rationale

for Teacher 2

Warmth

Rate this classroom on a warmth continuum.

1	2	(3)	4	5	6
cold					warm

The children sitting on the floor appear relaxed, yet there seems to be a psychological distance between the teacher and the children. This teacher could have been more tactful in her comments to the children. Her tone of voice and body language add negative overtones to relatively neutral comments. She makes a sarcastic comment ("Well, hello, Kevin") to a girl who speaks when another child has been called on. We rated this teacher a 3.

Enthusiasm

Rate this class on an enthusiasm continuum.

1	2	(3)	4	5	6
dull					enthusiastic

This teacher can be described as matter-of-fact, or "lacking sparkle." Students are attentive but appear uninspired. This teacher moves the students through the work without making an effort to see that it is interesting. There is essentially no teacher movement and little in the way of gestures, animated facial expression or indications of teacher involvement with subject matter. We rate her a 3. Her presentation is not so dry as to receive a 2.

Clarity

Rate this teacher on a clarity continuum.

1	2	3	4	(5)	6
vague					clear

The instructional tasks observed were relatively simple and straightforward. The children follow along in their workbooks without apparent difficulty. In this instructional segment, we do not see examples of presentations or explanations by the teacher, so that making a rating is difficult. In view of the students' familiarity with the instructional task and their lack of uncertainty, we rate this teacher a 5. An observer in the classroom would have additional opportunity to observe the teacher's clarity.

Variety

Rate this teacher on a variety continuum.

1	2	3	4	5	6
lack of variety					variety

This teacher relies primarily on texts and workbooks. The children at their seats are also using worksheets. Students either recite for the teacher or complete written work. There was more variety of activities than would be typical of a 1, and we saw no evidence of the discussion, games or other enrichment activities characteristic of a 3. Therefore, we rated this teacher a 2.

Individualization

Rate the instruction in this classroom on an individualization continuum.

1	2	3	4	5	6
not individualized					individualized

It is clear that this teacher has her students grouped for reading. The blackboard shows different assignments for different groups. The children apparently progress through a series of reading books. It is not clear whether all groups progress through the same set of materials or whether different materials are chosen to meet the needs of different groups. In the absence of this information, we cannot rate the classroom higher than 3.

Feedback

Rate this teacher on a feedback continuum.

1	2	3	4	5	6
ineffective feedback					effective feedback

In general, this teacher does not make specific comments about the parts of responses which are well done or need improvement. She seems to vary between general responses and feedback which indicates whether the answer is right or wrong. This places her somewhere in the range between 3 and 4. Since the majority of her responses seem to be global, with only a few specific comments, a rating of 3 was chosen.

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Cogritive Demand

Rate this teacher on a cognitive demand continuum.

(1) 2 3 4 5 6
low cognitive demand high cognitive demand

This teacher is either a 1 or a 2. Some of her work is clearly at a skill development level (1). For example, children are asked to circle words that were dictated. Other questions are about a story in the reading book. Questions which ask for simple recall of specific details in the story would be rated a 1. Questions which reveal that the child understands the meaning of the story would be rated a 2. The question "Why did the mouse chew the net?" could be of this second type, but we saw no supporting evidence that the discussion was building toward comprehension as a major goal. For this reason, we decided on a rating of 1.

Freedom

Rate this classroom on a freedom continuum.

1 2 (3) 4 5 6
restricted open

When viewing the class as a whole, considerable physical freedom is noted and students are seen talking with one another. Within the reading groups, students are free to relax on the floor in comfortable positions. Learning activities, however, are structured by the teacher. We saw no evidence of students making decisions. A rating of 3 seems to fit this classroom.

On-Task Activity

Rate this classroom on an on-task activity continuum.

1 2 3 (4) 5 6
low on-task activity high on-task activity

Students, both in and out of the reading group, are engaged in accomplishing learning tasks. We did see some temporary off-task behavior, and the attention of students wandered on occasion. (4) We did not get the feeling that the students in this classroom were intensely work-oriented (5); however, there did not seem to be enough off-task behavior for a rating of 3. A rating of 4 seems to be the best choice.

Scoring Rationale

for Teacher 3

Warmth

Rate this classroom on a warmth continuum.

1	2	3	(4)	5	6
cold					warm

This teacher seems friendly and gentle. He is accepting and supportive, but he does not radiate warmth and his interactions with students focus on the academic task. He uses more praise than criticism. (For example, a student is praised for knowing the right answer even though he couldn't find the right spot in the book.) This teacher's corrections are tactful. ("In order for us to work, we're going to have to be a little quieter.") This teacher is rated a 4. We did not rate him a 5 because he appears to maintain a degree of social distance from his students.

Enthusiasm

Rate this class on an enthusiasm continuum.

1	2	(3)	4	5	6
dull					enthusiastic

This teacher was rated a 3. His presentation can best be described as poised and controlled (3), rather than dry (2). He does seem to care about what he is teaching. He is attentive to the interactions with his students rather than preoccupied with the textbook. Most students pay attention, but they do not seem highly interested or involved in the material or the process.

Clarity

Rate this teacher on a clarity continuum.

1	2	(3)	4	5	6
vague					clear

This teacher is either a 3 or a 4. His students have some difficulty in understanding what they are to do, but he makes a real effort to make his instructions clear. The filmed segment does not show enough of this teacher's explanations and presentations for us to feel confident in choosing between these two points on the scale. We gave him a rating of 3 because we noted that he tended to repeat his original instructions rather than presenting an alternative explanation or demonstration and because some students remained confused.

Variety

Rate this teacher on a variety continuum.

(1) 2 3 4 5 6
lack of variety variety

During the lesson, the teacher relies exclusively on the textbook. Pupils work on the same task for the entire lesson. While the material did not seem to demand variation in approach, some supplemental activity or a more original approach would have allowed a higher rating.

Individualization

Rate the instruction in this classroom on an individualization continuum.

1 2 (3) 4 5 6
not individualized individualized

The fact that we observe small group work suggests that other instructional groups exist in the class, so this classroom cannot be rated below a 3. Without seeing the activities of the other groups, we cannot be sure whether to choose a 3 or a 4. From the initial class assignment, we got the impression that all students were using the same textbook (3). For this reason, we decided on a rating of 3.

Feedback

Rate this teacher on a feedback continuum.

1 2 3 4 (5) 6
ineffective effective
feedback feedback

During the exchange between the teacher and his pupils as papers are being returned, the teacher tells pupils individually exactly what was incorrect and how to improve their performance. During instruction, his responses to students' answers are specific and indicate precisely what was right or wrong. This teacher was rated a 5. To receive a 6, he would have to use materials or methods specially designed to provide constant step-by-step feedback. (For example, programmed instruction workbooks or teaching machines or self-checking mechanisms.)

Cognitive Demand

Rate this teacher on a cognitive demand continuum.

(1) 2 3 4 5 6
low cognitive demand high cognitive demand

The purpose of the lesson is to gain skill in scanning reading material to find a specific answer. The lesson might be described as practice or drill in the use of a skill. The emphasis is not on comprehension of the material (2), but rather on locating the answer in the text. Therefore, this lesson is rated 1, as would be any instance of practice or drill in basic skills.

Freedom

Rate this classroom on a freedom continuum.

1	2	(3)	4	5	6
restricted					open

The rating of 3 recognizes both the structure provided by the teacher and the student freedom within that structure. The opening sequence shows a good bit of freedom of movement and conversation within the classroom. However, the class assignment is a directive from the teacher and within the teacher's group the learning activities are highly structured. The teacher is flexible enough to accept an answer different from what he had in mind. (For example, one boy suggests that birds did not have to run from a buffalo stampede.) The structure of the lesson, however, does not permit the teacher to build on student contributions. We did not see any opportunities for students to make choices in academic matters and therefore cannot rate this teacher higher than a 3.

On-Task Activity

Rate this classroom on an on-task activity continuum.

1	2	(3)	4	5	6
low on-task activity					high on-task activity

This rating takes into account the opening sequence, the group working with the teacher, and the rest of the class. The class shows a high degree of off-task activity as the film begins. Children are talking, moving around, and are generally inattentive. The group working with the teacher is on-task, but some restlessness is observed. The rest of the class, observed only briefly, shows some off-task activity. Since the scale is designed to record the activities of the total class, a rating of 3 was assigned. A rating of 2 indicates more off-task behavior than was observed and a rating of 4 would necessitate ignoring much of the off-task behavior in the total group.

Scoring Rationale
for Teacher 4

Warmth

Rate this classroom on a warmth continuum.

1	2	3	4	(5)	6
cold					warm

This teacher is sensitive to students' feelings. She takes time to explain the presence of the camera and is helpful and supportive. Students appear comfortable in approaching her. She feels free to have them close and to touch them; one even climbs into her lap. However, she seems a little stiff, she does not smile frequently and she does not radiate enough warmth to receive a rating of 6. We rated her a 5.

Enthusiasm

Rate this class on an enthusiasm continuum.

1	2	3	(4)	5	6
dull					enthusiastic

This teacher exhibits qualities characteristic of a 3, 4, and 5. She does not show enough expressiveness in facial expressions, tone of voice and general manner to be called stimulating (5). However, the students seem more interested and involved than would be appropriate for a 3. The students appear willing and eager to do more than just answer the teacher's questions. They want to add their personal experiences to the discussion. This teacher tries to make the lesson interesting, as in her discussion of writing a riddle. Overall, a rating of 4 seems to be the best choice.

Clarity

Rate this teacher on a clarity continuum.

1	2	3	4	(5)	6
vague					clear

We do not see this teacher do very much in the way of giving instructions or presenting information. For this reason, it is difficult to apply the verbal descriptions corresponding to the six points on the scale. This is a case in which we return to the introductory paragraphs describing the scale. Here we find an emphasis on students knowing what they are supposed to do and being able to carry projects to completion without confusion. The children in this classroom seem to understand what to do and proceed on their own without much direction from the teacher. They seem confident and we observe little uncertainty. We place this teacher at a 5 on the clarity continuum, relying less on the point-by-point scale descriptions and more on the introductory paragraphs describing the dimension.

Variety

Rate this teacher on a variety continuum.

1	2	3	(4)	5	6
lack of variety					variety

In the early part of this observation we see worksheets and workbooks in use. Toward the end, one child reads to the teacher from a story book, rather than from a text. This indicates the use of supplementary books mentioned in 4. This teacher does go beyond the question-answer format and uses a number of different activities in her work with the children. She seems to fall on the upper half of the variety scale. Although additional materials are in evidence (displays, goldfish, mobiles, etc.), we would have to see these materials in use to rate this teacher a 5.

Individualization

Rate the instruction in this classroom on an individualization continuum.

1	2	3	4	5	(6)
not individualized					individualized

As the film opens, we see children working individually on different worksheets and workbooks. The teacher assists one or two children at a time. She conducts individual conferences, which are arranged at the child's request. We did not see any evidence of group instruction. These observations lead us to the conclusion that instruction in this classroom is highly individualized.

Feedback

Rate this teacher on a feedback continuum.

1	2	(3)	4	5	6
ineffective feedback					effective feedback

We do not see enough examples of feedback in this film to feel comfortable in making a rating. We see this teacher let a pupil know that an answer is wrong by calling attention to an error in pronounciation ("ideals?") (4). Then she waits for the pupil to figure out the right answer. However, most of this teacher's responses seem to be general ("O.K.," "good," "very good"). On this basis we rate her a 3.

Cognitive Demand

Rate this teacher on a cognitive demand continuum.

1 2 3 4 (5) 6
low cognitive demand high cognitive demand

The introductory paragraphs for this scale instruct the observer to rate the highest level of intellectual activity that the teacher emphasizes. This will not necessarily correspond to the amount of time spent on any one level. We see examples of Knowledge (1) (practice on worksheets), Comprehension (2) (idea of department store is extended to shopping center and then to a specific shopping mall with which the children are familiar) and Synthesis (writing a riddle). Writing a riddle requires the student to manipulate familiar ideas and recombine them in a new way (5). Even though the riddle assignment is only a small part of the class activities, it represents the highest level of cognitive demand that we see this teacher emphasize.

Freedom

Rate this classroom on a freedom continuum.

1 2 3 4 (5) 6
restricted open

This classroom is clearly on the upper half of the freedom scale. In the opening scenes, the postures of the children and their freedom of movement indicate a classroom with an unrestricted atmosphere. When children write their names on the blackboard, they interact freely and comfortably with each other. Reading conferences are arranged at the child's request, indicating that students also have freedom of choice within the academic domain. Many students did not elect to have conferences on the day of the observation, and their choice was honored. We did not hear the teacher make any reference to rules. We rated this classroom a 5.

For a rating of 6, we would need to see self-initiated activity in which children move freely from one learning center or learning experience to another and have freedom of choice in subject matter and method of inquiry. In this classroom, activities did seem to be somewhat directed by the teacher.

On-Task Activity

Rate this classroom on an on-task activity continuum.

1 2 3 4 (5) 6
low on-task activity high on-task activity

The behavior of the pupils in this classroom seem work-oriented. The children are highly mobile, but the movement on the whole seem purposeful. Most of the students are busy with learning activities. There is a small amount of off-task behavior from a few students, but we don't see any real "goofing off" or prolonged aimless activity. On the whole the activities of the children seem to be directed toward the accomplishment of educational goals.

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